

Chapter 15

Reflecting on Ideology and Citizenship

Key Skill:

.....
Demonstrating citizenship and co-operation with others in your community in response to issues

Key Terms and Concepts:

-
- anti-war movements
 - civil disobedience
 - grassroots movements
 - humanitarian crises
 - political participation
 - pro-democracy movements
 - protest
 - respect for law and order
 - rights, roles, and responsibilities of citizenship

Key Issue:

To what extent should we embrace an ideology?

Related Issue:

Should my actions as a citizen be shaped by an ideology?

Chapter Issue:

To what extent should ideology shape responses to issues in times of peace and in times of conflict?

Question for Inquiry #1:

What are various understandings of the rights, roles, and responsibilities of citizens in democratic societies?

Question for Inquiry #2:

In what ways might the rights, roles, and responsibilities of citizens be affected by the actions of government during times of conflict?

Question for Inquiry #3:

In what ways might the rights, roles, and responsibilities of citizens be affected by the actions of government during times of peace?



Figure 15-1



Figure 15-2

Cassius Clay, a US Olympic medalist and a heavyweight boxing champion, converted to Islam in 1964. He took the name Muhammad Ali. In 1967, during the Vietnam War, he was called up to serve in the US army. He refused on the grounds of his religious beliefs. The US Justice Department found him guilty of refusing to be drafted. Ali's boxing licenses were cancelled, and his championship title was taken from him. In 1971, the US Supreme Court overturned Ali's conviction.

Ehren Watada, a lieutenant in the US army, believed that the US invasion of Iraq in 2003 was illegal and unjust. He also believed that as a citizen of a democratic country he had the right—and the responsibility—to question decisions made by his government. When he refused to participate in the Iraq war in 2006, he was charged with several offences. At a speech at the Veterans for Peace 2006 National Convention in Seattle, Washington, Watada said that he was simply a patriotic American who believed in the principles and laws of his country and its constitution. He faced a court-martial in February 2007, and the case was declared a mistrial.

Some people believe that Ali and Watada had the right as American citizens to refuse military service, either on the basis of religious beliefs or conscience. Others think it is the responsibility of citizens to fight for their country during a time of conflict. To these people, the rights of the individual are less important than their responsibilities as citizens.

Chapter Issue:

To what extent should ideology shape responses to issues in times of peace and in times of conflict?

In this chapter, you will explore how society's beliefs and values can affect government decisions and legislation and how various interpretations of citizens' rights, roles, and responsibilities influence individual and collective actions in times of peace and of conflict. These interpretations can affect legislation regarding who is a citizen, what is expected of citizens, and whether citizens accept or reject their government's understanding of citizenship. Through this exploration, you will gain the tools you need to address the Chapter Issue: *To what extent should ideology shape responses to issues in times of peace and in times of conflict?* You will also begin to address the Related Issue for Part 4: *Should my actions as a citizen be shaped by an ideology?*

Figures 15-1, 15-2

On May 8, 1967, Muhammad Ali (left) spoke with reporters after he had been charged by a US federal grand jury for refusing to be drafted into the armed forces. On June 7, 2006, First Lieutenant Ehren K. Watada (right) of the US army announced that he refused to fight in Iraq because if he did, he believed that he would be responsible for war crimes.

PAUSE AND REFLECT

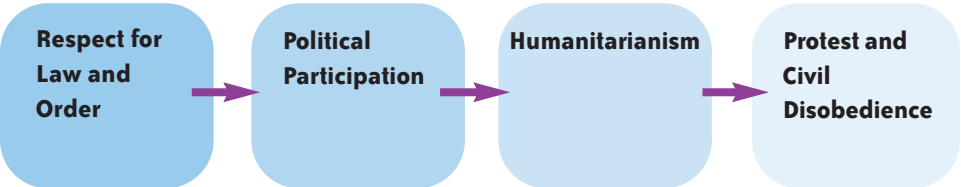
Which is more important to you, your right to follow your ideological beliefs or your responsibility as a citizen to serve your country in times of conflict? What do you think Canadians in the 21st century believe are the responsibilities of a citizen? To what extent should these responsibilities be more important than rights?

Rights, Roles, and Responsibilities of Citizens

Question for Inquiry

1. What are various understandings of the rights, roles, and responsibilities of citizens in democratic societies?

In this section ...



People have different points of view about their rights, roles, and responsibilities as citizens. Depending upon their views on citizenship, people may feel a responsibility to act in various ways. The reasons for different points of view and actions can be linked to many factors, including people’s ideological beliefs and values and personal experiences.

As shown in Figure 15-3, age may also be a factor. According to Statistics Canada, people under 30 are less likely to vote than people over 30, but they are as likely or more likely to take other political actions, such as signing a petition or participating in a demonstration or march. Why do you think some individuals under 30 may see their rights, roles, or responsibilities as citizens differently from some people over 30? Should differences in how people in a country practise their rights, roles, and responsibilities influence government decisions during times of peace and times of conflict?

In this section, you will explore some general understandings of rights, roles, and responsibilities of citizens in democratic societies, including demonstrating respect for law and order, participating in the political process, acting in a humanitarian capacity, and protesting or engaging in civil disobedience to express a point of view. Consider various perspectives for each example, and decide for yourself what you think the rights, roles, and responsibilities of citizens should be and when citizens should take action. When should our personal beliefs and values motivate us to respond to an issue and how do they shape our responses?

Respect for Law and Order

One of the responsibilities of citizenship is to obey the laws of the community in which you live. These laws are part of a contract we agree to follow as citizens of a community, and laws are adapted based on feedback from the public through the political and legal systems. People who work in the justice system, such as police officers, judges, and prosecutors, ensure that these laws are followed.

| | Political participation (%) | | | | | |
|---|-----------------------------|----------|----------|----------|----------|-------------|
| | Age group | | | | | |
| | Total | 15 to 21 | 22 to 29 | 30 to 44 | 45 to 64 | 65 or older |
| Follow news and current affairs daily | 68 * | 35 * | 51 | 66 * | 81 * | 89 * |
| Voting behaviour | | | | | | |
| Voted in at least 1 election | 77 * | — | 59 | 71 * | 85 * | 89 * |
| last federal | 74 * | — | 52 | 68 * | 83 * | 89 * |
| last provincial | 73 * | — | 50 | 66 * | 82 * | 88 * |
| last municipal or local | 60 * | — | 35 | 52 * | 70 * | 79 * |
| Non-voting political behaviour | | | | | | |
| At least 1 non-voting political behaviour | 54 * | 59 | 58 | 57 | 56 | 39 * |
| sought for information on a political issue | 26 * | 36 | 32 | 26 * | 25 * | 17 * |
| signed a petition | 28 * | 27 * | 31 | 31 | 29 | 16 * |
| boycotted a product or chose a product for ethical reasons | 20 * | 16 * | 25 | 25 | 21 * | 8 * |
| attended a public meeting | 22 * | 17 | 16 | 23 * | 25 * | 20 * |
| expressed his/her views on an issue by contacting a newspaper or a politician | 13 * | 8 | 9 | 13 * | 16 * | 12 * |
| participated in a demonstration or march | 6 * | 12 * | 8 | 6 | 6 * | 2 * |
| spoke out at a public meeting | 8 * | 4 | 5 | 9 * | 10 * | 7 * |
| volunteered for a political party | 3 | 2 | 3 | 2 | 4 * | 4 |

— Not applicable

* Statistically significant difference from 22- to 29-year-olds ($p < 0.05$).

Note: Voting rates will differ from those of Elections Canada, which calculates voter participation rates based on number of eligible voters.

▲ **Figure 15-3** Political Activity of Canadians by Age (2003)

Source: Statistics Canada, General Social Survey, 2003, http://www.statcan.gc.ca/kitstrousses/pdf/social/edu04_0155a-eng.pdf, p. 3.



◀ **Figure 15-4** Members of the Guardian Angels organization patrolling the streets of Newark, New Jersey, in 2005. People can have different understandings of what it means to show respect for law and order. In what ways do you demonstrate your point of view about laws and order?

Some citizens feel that they have more than just a responsibility to follow the laws; they believe that they have a responsibility to ensure that other citizens obey the laws so that they can keep their communities safe. For example, groups of citizens such as Citizens on Patrol (COP) work with law enforcement agencies to patrol neighbourhoods and report any illegal or suspicious behaviours. There are an estimated 75 000 citizens acting as COP volunteers around the world.

Another group of citizens who work together to ensure that laws are followed is the Guardian Angels. Members of the Guardian Angels volunteer their time to enforce the laws that keep communities around the world safe. The following excerpt is from the group's website.

The Guardian Angels are volunteers who provide public safety and education in our neighborhood streets, our schools and cyberspace.

We include successful professionals as well as young people on the rebound.

We are from the inner-city, the suburbs and even the countryside.

We are men and women and young people from all colors and backgrounds.

We all work towards a universal goal that everyone has the right and deserves to be safe.

—Source: “Who We Are.” Guardian Angels,
<http://www.guardianangels.org/about.html>.

What circumstances might encourage a citizen to volunteer to work with others to keep his or her community safe? Do you feel responsibility as a citizen to follow the laws of your community? Would you act to ensure that others follow these laws?

Political Participation

When citizens feel that they want to change the way a democratic country like Canada is run, the laws that govern us, or how we live together as a society, they can participate in the political process. There are many ways that you can do this. For example, you could do any of the following:

- Write a letter about your issue to your city councillor, mayor, Member of the Legislative Assembly, premier, Member of Parliament, or prime minister.
- Publicize your issue by writing a letter to the editor of your local or national newspaper.
- Circulate a petition around your school or community to demonstrate public support for your position or create an online petition.
- Organize a rally to protest an issue. When large numbers of people show support for a point of view, the media take notice.
- Take your issue to the Human Rights Commission or to court if you feel it involves a violation of the rights granted to you by the Charter of Rights and Freedoms.
- Run for public office.
- Join or support a political party.

PAUSE AND REFLECT

Based on this description, would you consider the ideology of the Guardian Angels to be individualist or collectivist? To what extent do you agree with their actions and views on citizenship? What role should citizens and the government each play in protecting the safety and security of individuals in society?

- Vote in a municipal, provincial, federal election, or referendum.
- Join or support an interest group (for example, 4-H Club, Amnesty International).
- Contact elected representatives or political parties by email or through their website.

Joining a Political Party

Political parties are established to try to obtain power in government. By obtaining this power, the party is able to put into practice its ideology concerning how to govern the country. Therefore, by joining or supporting a specific political party, you have an opportunity to promote an ideology that you embrace.

Young Canadians are welcome to join political parties even before reaching voting age. Youth wings of the established political parties are active in elections. Young people are encouraged to attend party conventions to nominate local candidates or choose national leaders. Party leaders know that their youth wings will help ensure the support of future voters, so they greatly value their contributions to the party and its campaigns. Would you consider joining a political party? How would your ideological beliefs influence your decision?

Humanitarianism

Sometimes circumstances such as extreme poverty, natural disasters, and mistreatment and abuse influence people’s understandings and beliefs about how citizens should interpret and act on their rights, roles, and responsibilities. Many local, national, and international humanitarian groups have been formed to organize the efforts of these citizens. The actions of these groups can include such things as providing medical aid, food, shelter, and support to those in need. Although the worldviews and ideologies of those who work toward **humanitarianism** may vary, they share a common understanding of their responsibility as citizens.

Can you think of other organizations that act locally, nationally, or internationally to support those in need? Have you ever supported a humanitarian organization? What beliefs and values about the roles and responsibilities of citizens do you think motivate people to volunteer or raise money for these organizations?

▼ **Figure 15-5** Examples of humanitarian organizations. Create a chart such as the one shown here and complete it using the example on page 400 and two other examples of humanitarian aid organizations.

| Organization | Does it act internationally, nationally, or locally? | What actions does it take? |
|--------------|--|----------------------------|
| | | |
| | | |
| | | |

Figure 15-6 Location of Niger, West Africa

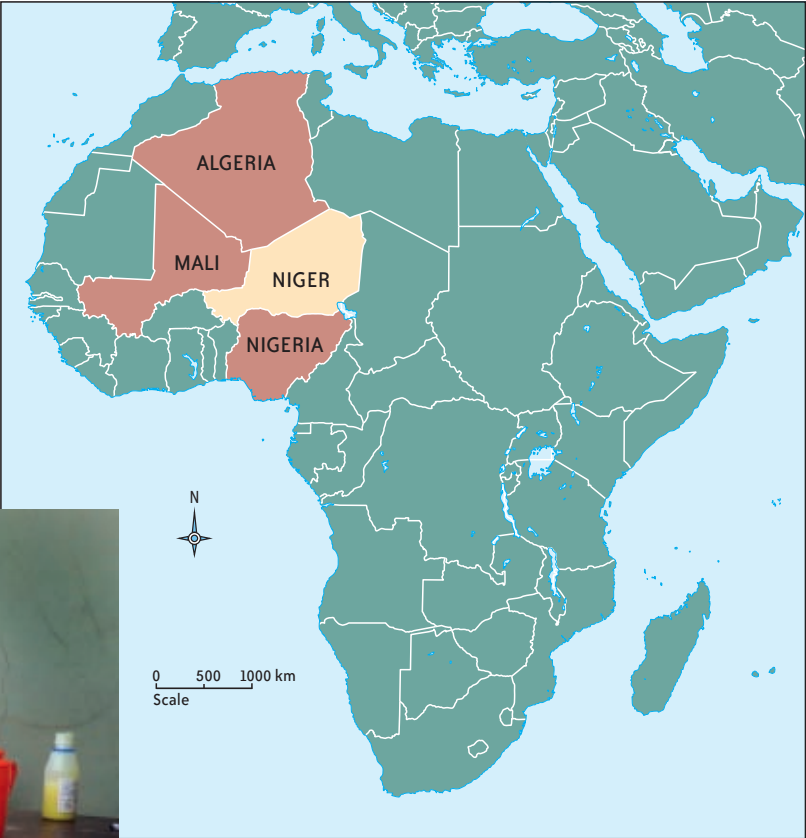


Figure 15-7 Médecins Sans Frontières (MSF), or Doctors Without Borders, is an international humanitarian aid organization that provides emergency medical assistance to populations in danger in more than 70 countries around the world.

An Example: Médecins Sans Frontières

Niger is a democratic West African country that, as of 2009, was experiencing peace and stability. It is experiencing a severe humanitarian crisis, but since it is not in the news, you may know little about it. In a January 2006 article in the *New England Journal of Medicine*, the organization Doctors Without Borders describes the issue of tens of thousands of malnourished children. They treated over 60 000 such children in 2006 and managed to save over 95 per cent of those treated.

These doctors obviously feel that they have a responsibility to act on behalf of crisis-stricken citizens of other countries of the world, especially children. Consider the role of citizens in responding to crises elsewhere in the world. What are our responsibilities to citizens of other countries who need help?

Protest and Civil Disobedience

A democracy is alive only if its members are willing to question. Citizens must ask what is working and what is failing within their society... How do we balance the needs of the individual with that [sic] of the collective? How do we balance rights and responsibilities? Whose interests are served by a particular government policy? Whose interests are served by the status quo [current situation]?

—Source: “Wake Up: 5 Ways to Raise Citizen Awareness.”
albertaviews, January/February 2008, p. 33.

As the above quotation suggests, the freedom to question the decisions made by our government and other agencies is an important element of liberal democracy. When people feel that their voices are not being heard, they may decide to participate in a **protest** or demonstration. Protests and demonstrations are designed to bring public and political awareness to the concerns of a group of citizens and to influence the actions of those at the focus of the protest. Remember the protests and parades of the members of the Doukhobor group Sons of Freedom that were discussed in Chapter 10? What motivated these citizens to take action in this way?

In some cases, citizens feel compelled to break the law in an act of **civil disobedience** to make their point. Usually, these types of protest occur when members of a group of citizens feel that a law or situation is unjust in their society or government and they wish take strong but non-violent action to call attention to the issue and hopefully bring about change. Think about the instances of civil disobedience that you have read about previously, such as the actions taken by Food Not Bombs described in Chapter 10. What motivated these citizens to break the law? What do you believe would be their point of view about what should be the role and responsibilities of citizens and of government in society?

An Example: Protesting Canadian Military Involvement in Afghanistan

The Canadian military’s involvement in Afghanistan since 2001 has divided Canadian public opinion. Some people support the Canadian presence in Afghanistan and feel that Canada has a global responsibility to help the Afghan people through humanitarian projects, such as building schools and roads, and see the use of military force as a necessary part of this reconstruction.

Others argue that the problems in Afghanistan are not solvable by outside forces: the solution must come from the Afghans. Some are also concerned that Canada is taking too large of a military role, rather than a humanitarian role, and is receiving little international support. On February 23, 2007, thousands of Canadians across the country protested Canada’s involvement in Afghanistan. During a protest in Toronto outside the US consulate, NDP Leader Jack Layton voiced some of the protesters’ concerns:



PAUSE AND REFLECT

Is there any circumstance that would motivate you to participate in a protest or demonstration to make a point?

PAUSE AND REFLECT

Do you think that citizens' rights and responsibilities change when their country is involved in an armed conflict?

"[The mission is] not well constructed, it's unbalanced, we're putting 10 times as much into the military side as we are into aid, and we now have famine and real problems spreading in Afghanistan... It's time for Canada to take a new path."

—Source: Jack Layton, quoted in Canadian Press, "Canadians protest Afghanistan mission," *Globe and Mail*, February 23, 2007, <http://www.theglobeandmail.com/servlet/story/RTGAM.20061028.wprotest28/BNStory/Afghanistan/home>.

Some Canadians question whether or not it is appropriate for citizens to protest their military's role during a time of conflict. They argue that when a country is involved in a conflict, it is a duty of citizenship to support the country's troops, regardless of their own beliefs and values. Speaking at a rally in support of the Afghanistan mission, event organizer Rachel Lambert stated the following:

"We have a lot of veteran military members who sign on the dotted line willing to do a job that many of us wouldn't do. We need to support them 100 per cent because, as I said, they're doing a job to protect our freedoms here at home, whether you want to believe that they can accomplish that somewhere else or not."

—Source: Rachel Lambert, quoted in "Hundreds rally to support Afghanistan mission." *CBC News Online*, November 3, 2006, <http://www.cbc.ca/canada/edmonton/story/2006/11/03/ed-rally.html>.

Figure 15-8 Some Canadians have felt compelled to protest the Canadian military's involvement in Afghanistan. What do you think motivated them into action? From the perspective of Canadian soldiers, should they have the right to quit the army if they disagree with a particular mission? What would be the possible consequences of such a decision?



Responding to Issues in Your Community

Use the following questions to consider how your citizenship and co-operation with others could help you respond to issues in your community:

- Have you completed research and taken action in response to issues that are important to you?
- Have you worked with others in your community, on a team, or with government representatives to resolve conflicts?
- Has your co-operation with others helped to improve life in your community?
- Do your actions reflect your own definition of the rights, roles, and responsibilities that you believe a citizen has in your community?

Summary

Citizens in democratic societies can act on their feelings of what their rights, roles, and responsibilities are in many different ways, depending on the situation and their ideological beliefs. For example, some demonstrate their **respect for law and order** by joining citizens' groups, such as Citizens on Patrol. Some **participate in the political process** by voting, writing letters, or supporting a political party. Some support **humanitarian** causes by volunteering their time or raising funds. Some participate in **civil disobedience** by peacefully demonstrating or protesting to draw attention to an issue.

Based on what you have read in this section, what conclusions can you draw about what the rights, roles, and responsibilities of citizens and governments should be and when and why a citizen should act on his or her beliefs? What insights have you gained on the Question for Inquiry: *What are various understandings of the rights, roles, and responsibilities of citizens in democratic societies?*

Knowledge and Understanding

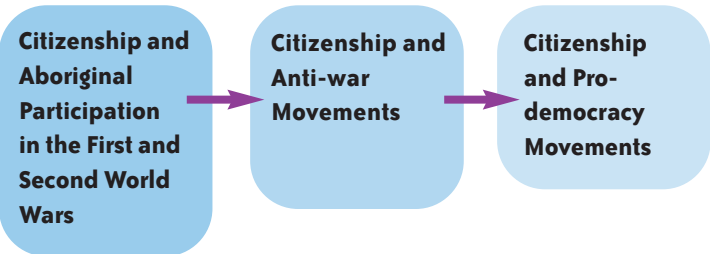
- 1 What is your understanding or “working definition” of the rights, roles, and responsibilities of citizens in society?
- 2 Identify at least one example from this chapter section for each of the following: respect for law and order, political participation, humanitarian actions, protest, and civil disobedience.
- 3 How can citizens best contribute to law and order and participate politically in society? Explain your reasons.
- 4 Choose one of the individuals or organizations referred to in this section and explain how your ideology fits or does not fit with their actions.

Citizens and Government during Times of Conflict

Question for Inquiry

2. In what ways might the rights, roles, and responsibilities of citizens be affected by the actions of government during times of conflict?

In this section ...



As a citizen of Canada, you have certain rights and responsibilities. You also have a role to play in the way your country is governed and in the way society works. Your rights, including basic freedoms and civil rights as guaranteed in the Charter, are limited by those values that society considers significant enough to require protection. Your understandings of your responsibilities and your **role** as a citizen are shaped, in part, by your ideology. As a citizen, you can play many roles as an individual and as a member of a group.

You may take a stand on issues, such as issues related to democratic principles, environmental protection, humanitarian crises, and conflict. You may take part in the political process or perhaps provide leadership in making changes to that process, share in decision making, and constructively express your concern about local, national, or international policies.

This section looks at how individual ideology as well as the collective experiences of a people can affect how these individuals and groups practise their rights, roles, and responsibilities in response to a government’s actions during times of conflict.

In the mid-1800s, American philosopher Henry David Thoreau wrote a book called *Civil Disobedience*. In this book, he argued that a government should not ask its citizens to go against their personal beliefs in the service of their country. He believed there are both just and unjust laws, and that every citizen has a moral obligation to disobey unjust laws—to demonstrate civil disobedience. He said, “The only obligation which I have a right to assume is to do at any time what I think right.” (Source: Henry David Thoreau, “Civil Disobedience,” 1849.)

Sometimes, despite the decisions made by their government, citizens—as individuals or as collectives—take action based on their ideological convictions.

Citizenship and Aboriginal Participation in the First and Second World Wars

When Aboriginal youth accompanied Aboriginal veterans of the Second World War to Juno Beach in France in 2005, they were honouring those veterans and the memory of the Aboriginal soldiers who were killed in the war. Many of the soldiers who fought at Juno Beach were not much older than the young people who accompanied the veterans.

In the First and Second World Wars, Aboriginal soldiers accepted the responsibilities of Canadian citizenship even though, in the opinion of many people, the Canadian government had not granted them the rights of citizenship.

Dae Fawn Assinewe of Sault Ste Marie, Ontario, was one of the young people visiting the battle sites in 2005. She said, “People sacrificed their most precious years...I’m eighteen, an age when I’m learning things and making choices that will affect the rest of my life. And people sacrificed that choice.” (Source: Dae Fawn Assinewe, quoted in Phil Hahn, “Aboriginal veterans recall journey of healing.” CTV News, November 8, 2005, http://www.ctv.ca/servlet/ArticleNews/story/CTVNews/20051107/aboriginal_veterans_feature_051107/20051108/.) She also said that the veterans thanked the young people for being there. It meant a lot to the veterans that their stories were being passed on.

Métis veteran Joseph Clement, whose uncle fought in the First World War, was glad that the young people were with them. He was grateful that a younger generation was learning from the veterans. He praised the young people: “They were absolutely great. And our future, from what I saw there, is in good hands.” (Source: Joseph Clement, quoted in Phil Hahn, “Aboriginal veterans recall journey of healing.” CTV News, November 8, 2005, http://www.ctv.ca/servlet/ArticleNews/story/CTVNews/20051107/aboriginal_veterans_feature_051107/20051108/.)

Volunteering to Serve

When the First World War broke out in 1914, many Aboriginal people in Canada were already feeling betrayed by the federal government as a result of colonial policies of assimilation and discrimination, which you examined in Chapter 9. But Aboriginal people still volunteered in large numbers to serve in the military. At the Lake Band of British Columbia, for example, every one of its single men between the ages of 20 and 35 volunteered to serve in the First World War.



Figure 15-9



Figure 15-10

▲ **Figures 15-9, 15-10** In October 2005, Aboriginal veterans and Aboriginal youth from Canada visited Juno Beach in France where many young Canadian soldiers were killed in the Second World War. Figure 15-9 shows Métis veteran Leo Goulet who lives with his wife on the Atikameg First Nation in Alberta. In Figure 15-10, a group of Aboriginal youth walk along the beach with Governor General Michaëlle Jean.

PAUSE AND REFLECT

Why would so many Aboriginal soldiers have believed that during a time of conflict citizenship meant fighting for a country that had a long history of repression of their peoples? How might the Aboriginal soldiers' ideological beliefs and values and understandings of individual and collective citizenship have guided their decision making despite past actions by governments in Canada?

As some Aboriginal veterans remembered, the war proved the bravery of Aboriginal soldiers. Mike Mountain Horse, a First World War veteran of the Blood Tribe (Kainai First Nation) in Alberta, said that Aboriginal soldiers were ready to fight when duty called. He said, "...our people showed all the bravery of our warriors of old." (Source: "Native Soldiers, Foreign Battlefields: The Wartime Contribution of Canada's First Peoples" Communications Division, Veterans Affairs Canada, <http://net.lib.byu.edu/~rdh7/wwi/comment/nativee.html>.)

Because many Aboriginal men were skilled trappers and hunters, they were often called on to act as patrol leaders, safely guiding soldiers through dangerous territory.

During the wars, the Armed Forces was the only place where some Aboriginal men were treated equally in society. But after both World Wars, many returning First Nations and Métis veterans expected to receive the same benefits as non-Aboriginal veterans, such as educational and employment opportunities as well as subsidized housing, from the Canadian government. This was not the case.

In 2001, when then Governor General Adrienne Clarkson dedicated the Aboriginal Veterans War Monument in Ottawa on National Aboriginal Day, she thanked the Aboriginal soldiers for the role they played in fighting for Canada in several wars and conflicts.

Citizenship and Anti-war Movements

Another way that people can express their citizenship in a democratic society is to take part in movements or protests against their government's decision to participate or not participate in a war. **Anti-war movements** generally involve citizens engaged in non-violent actions, such as protests, to persuade their government not to participate in a war. Members of such

PAUSE AND REFLECT

What are citizens' individual and collective responsibilities if they believe their country is fighting an unjust war?

Figure 15-11 Thousands of anti-war protesters march through downtown Montréal in March, 2004, to mark the first anniversary of the start of the US-led war in Iraq.



movements may see it as their role and responsibility as citizens to protest against a war that they believe is unjust or illegal.

Sometimes the government of a country may listen to protests and may decide that the best expression of its citizens' rights, roles, and responsibilities is not to become involved in an international conflict.

The Vietnam Anti-war Movement

In Vietnam, the war between communist North Vietnam and South Vietnam, which was backed by the United States, lasted from 1954 to 1975. In the early days of US involvement, many Americans thought that they could hold back communism at the border between North and South Vietnam in much the same way as they had kept North Korea from spreading communism into South Korea during the Korean War from 1950 to 1953.

The Vietnam anti-war movement—a citizens' campaign against the Vietnam War—began slowly. In the early 1960s, public opinion generally supported limited US intervention in Vietnam to stop the spread of communism. To many Americans, including those who held political offices, the spread of communism during the period of the Cold War was seen as a threat to the values of liberal democracy and capitalism, and to the American way of life. But as the war dragged on with no clear victories for American troops and with more American soldiers being killed or wounded, some people began to doubt the legitimacy of American involvement in the war in Vietnam.

By 1967, when Muhammad Ali refused to be drafted into the military, opinion polls showed that the majority of Americans did not think that US interference in the politics of a foreign country was legitimate. Some people doubted that the war was about freedom and equality for the people of South Vietnam. Over time, the anti-war movement grew. The US government was eventually pressured to withdraw from Vietnam.

The anti-war movement began in US colleges and universities during the 1960s when more troops were being sent to Vietnam. By the end of 1968, there were over 500 000 American soldiers in Vietnam, and the anti-war movement was growing. On November 15, 1969, the largest peace march in US history brought 500 000 protesters to Washington. Vietnam veterans joined the protests, as did soldiers who had to wear civilian clothes because they were still serving in the military and were forbidden to protest in uniform.

In the early days of the war, many of the soldiers were volunteers, but by the mid-1960s the draft had been put into effect and men as young as 18 years of age became eligible for service. More than 1.5 million young men were drafted into the US military during the Vietnam War.

Meanwhile the costs of the war grew, and there was less money for domestic programs. Members of Congress who had once supported US involvement were divided on whether it should continue.

One factor that contributed to Americans' feelings about the war was the fact that scenes of the war were shown on television. Television had a



▲ **Figure 15-12** In April 1971, on Capitol Hill in Washington, DC, US veterans of the Vietnam War protested against the war. The veterans placed their military medals at the base of a statue of the first chief justice of the Supreme Court, John Marshall. How did this gesture show their beliefs about the justice of the war?



PAUSE AND REFLECT

What key values of citizenship motivated individuals to either support or oppose the war effort in Vietnam?



Figure 15-13

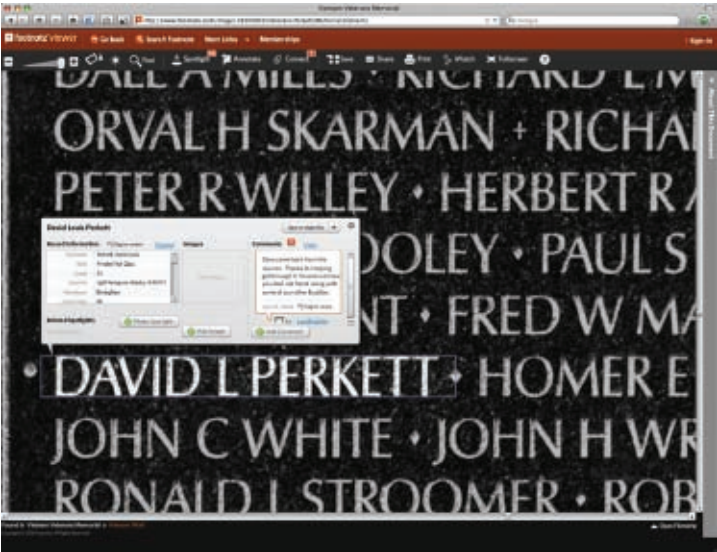


Figure 15-14



Figure 15-15 On February 15, 2003, thousands of people in Edmonton joined millions of people around the world to protest the US-led invasion of Iraq.

▲ **Figures 15-13, 15-14** Figure 15-13 shows Vietnam veteran Lyle Hurley reflected in the Vietnam Veterans Memorial in Washington, DC. The two black granite walls of the memorial list the names of the more than 58 000 soldiers who died in Vietnam. What values of citizenship might motivate the thousands of Americans who visit this memorial each year? Figure 15-14 shows a virtual Veterans Memorial wall that was created in 1998. Anyone can view the memorial online, search for a name, and leave a remembrance.

huge impact on public opinion and helped the anti-war movement grow. Television reports showed anti-war demonstrations, which grew in size and intensity as the war continued. More Americans began to question their country's role in Vietnam and their own responsibility as citizens. By 1973, when a ceasefire between representatives of the US and of North Vietnam governments ended American involvement in the war, many Americans had become convinced that their country had no right to be fighting in Vietnam.

Anti-war Protests and the War in Iraq

To what extent can the invasion of another country be justified? What rights, roles, and responsibilities do citizens and governments have during times of conflict and war?

On March 20, 2003, the United States, Great Britain, and other countries invaded Iraq. In the months leading up to the invasion, people in many countries held anti-war rallies and marches. Several million people took part in protests in the US, Canada, England, France, Germany, Greece, Ireland, Norway, Turkey, Japan, Argentina, and other countries. In Spain, over 1 500 000 people protested the impending invasion. In Canada, anti-war protests were held in cities across the country, including in Vancouver, Edmonton, Calgary, Winnipeg, Toronto, Montréal, and Halifax. Some people joined smaller pro-war rallies. In Calgary, for example, in March 2003, about 600 people held a rally in support of the war in Iraq and against Canada's decision not to join the invasion.

Citizenship and Pro-democracy Movements

On November 21, 2004, the citizens of Ukraine went to the polls to vote in a presidential election. The candidates were Viktor Yanukovych, backed by the Russian government, and Viktor Yushchenko, a pro-Western candidate.

The election campaign had been a very difficult one for Yushchenko. People claimed that he had been unable to reach some of his rallies due to interference from allies of Yanukovych. He was also the victim of dioxin poisoning, from which he almost died, and which left him disfigured. Some people claimed that the poisoning was the work of Russian agents.

On the day of the election, there were numerous allegations (claims) of election fraud intended to elect Yanukovych, including voter intimidation, multiple voting, and the burning of ballot boxes in areas of strong Yushchenko support. Yanukovych was declared the winner of the election.

The following day, on November 22, massive protests erupted against the election results. Hundreds of thousands of people, many wearing orange, the colour of Viktor Yushchenko's election campaign, descended on central Kiev to peacefully state their objection to the apparent election fraud and to begin a **pro-democracy movement** in Ukraine.

As many as 500 000 protesters remained in central Kiev for almost two weeks, demanding that the election be held again.



▲ **Figures 15-16, 15-17** On September 5, 2004, after a dinner with the chief and deputy chief of the Ukrainian Security Service, Viktor Yushchenko (shown here before and after being poisoned) became ill. His symptoms and blood test indicated that he had been poisoned with tetrachlorodibenzoparadioxin (TCDD), a key ingredient of Agent Orange, a herbicide that was also used in the Vietnam War.



Figure 15-18 ▲ In late 2004, the world watched as citizens of Ukraine formed mass protests against electoral fraud in the presidential election. These events have become known as the Orange Revolution.



Pro-democracy Movements in Myanmar

Myanmar (previously known as Burma) has been ruled by the military since 1962. Since the late 1980s, there have been many clashes between pro-democracy

supporters and the government, resulting in the arrests, imprisonment, and deaths of thousands of pro-democracy supporters each year. Those arrested include opposition party leader and Nobel Peace Prize winner Aung San Suu Kyi. Suu Kyi’s National League for Democracy (NLD) party won an overwhelming victory in a 1990 election, but the results have been ignored by the Myanmar government. Consider the following views on the current situation in Myanmar and the values upon which each speaker’s point of view is based.

“[UN human rights investigator Tomas Ojea Quintana], presenting his report Tuesday at a meeting of the UN Human Rights Council in Geneva, said Myanmar’s government should release all “prisoners of conscience”—starting with the elderly, the sick and political leaders—because their detention breaches basic human rights.

In recent months, the junta has locked away pro-democracy activists in an apparent attempt to clear away dissent before the promised election. Military courts have sentenced hundreds of pro-democracy activists to prison terms of up to 104 years.

“The government should understand that for the international community to see these elections as meaningful, they should start respecting human rights and adopt measures in this regard,” Quintana told reporters after his presentation.”

—Source: Frank Jordans, “Myanmar arrests 5 members of pro-democracy party.” *San Francisco Chronicle*, March 17, 2009, <http://www.sfgate.com/cgi-bin/article.cgi?f=/n/a/2009/03/16/international/i212313D05.DTL>.

“With respect to the political development in Myanmar, we have been preparing...to hold the free and fair democratic election in 2010... We welcome positive suggestions and comments from [the United Nations] on this matter if our sovereignty is not infringed...[T]here are no prisoners of conscience in my country. In fact, there are only individuals who are serving the prison terms for breaking the existing laws of Myanmar...Since...democratic elections will be held next year, some Western countries should refrain from politicizing the human rights issues during this crucial time.”

—U Wunna Maung Lwin, Ambassador/Permanent Representative and Leader of the Myanmar delegation, in a statement to the Tenth Session of the UN Human Rights Council, March 17, 2009, http://mission.itu.ch/MISSIONS/Myanmar/pressrelease_PMGeV/Statement%2010th%20HRC%2017march2009.pdf.



▲ Figure 15-19 In recent years, many countries have supported democratic movements in Myanmar and the release of political prisoners such as Suu Kyi.

1 For each quotation, compare the individual’s viewpoint regarding democracy in Myanmar and the values of citizenship expressed by each speaker. Use a chart like the one below to organize your work.

| Speaker | Beliefs Regarding Democracy in Myanmar | Values of Citizenship Expressed |
|---------|--|---------------------------------|
| | | |
| | | |

2 What role should governments and global citizens play in addressing issues related to human rights and democracy and ideology in other countries? Why? Which of these speakers best support your answer?

Yushchenko spoke to the rally urging protesters to continue the fight. Military leaders stated that they would not turn their guns on the crowd. During the same period, many thousands of Yanukovych supporters held their own rallies to celebrate the election results and criticize the protesters. Finally, on December 3, the Supreme Court pronounced the election invalid and ordered a new vote.

The new vote occurred on December 26, 2004. Over 12 000 election monitors from around the world observed the voting process closely. This time the results gave Yushchenko a clear victory. A peaceful protest by a large number of citizens helped to change the history of a country.

Summary

Individual ideology and the collective experiences of a people can affect how individuals and groups interpret and practise their rights, roles, and responsibilities in response to a government's actions during times of conflict. Sometimes, despite the decisions made by their government, individuals and groups take action based on their ideological convictions.

For example, during the First and Second World Wars, some Aboriginal people chose to fight for Canada even though the Canadian government had not respected their rights. Other individuals and groups believe it is their right, role, and responsibility as citizens to stand up for democratic values and take part in **pro-democracy movements**, such as in the Orange Revolution in Ukraine. Other citizens may refuse to fight in or support what they consider unjust wars, such the Vietnam and Iraq wars, and may take part in **protests** or **anti-war movements**. Citizens may take such actions when their values and beliefs about citizenship in a liberal democracy come into conflict with government policy. You will need to decide how you will respond to issues and decisions by your government during times of conflict and how you will view your own **rights, roles, and responsibilities of citizenship**.



PAUSE AND REFLECT

- **Why do you think Ukrainian citizens reacted in this way? What values would best describe their demonstration of the rights, roles, and responsibilities of citizens in response to government actions and issues?**
- **What issue could arise in Canada or in another country that could cause you to take action to support democratic values, such as taking part in a pro-democracy movement to reflect your role as a citizen in Canada or in the world?**

Knowledge and Understanding

- 1 Describe your understanding of anti-war and pro-democracy movements and give one example of each from this section of the chapter. Explain how and why each example represents one way to see the role of citizenship in society.
- 2 In this section, you have explored a number of stories of citizens' reactions to their government's policies in times of conflict. Select one of those stories. Using a chart like the one to the right, describe how the individuals or groups in the story viewed their rights, responsibilities, and roles as citizens of their country. Then, in the second row of the

chart, describe how you believe you would have responded in the same situation.

| Story | Rights | Roles | Responsibilities |
|-------|--------|-------|------------------|
| | | | |
| | | | |

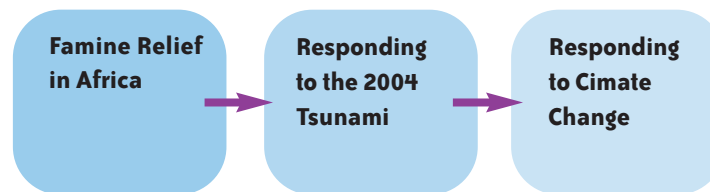
- 3 If you did not support your government's decision about an issue, such as going to war, what are some ways that you could take action as a citizen to make your point of view heard?

Citizens and Government during Times of Peace

Question for Inquiry

3. In what ways might the rights, roles, and responsibilities of citizens be affected by the actions of government during times of peace?

In this section ...



So far in this chapter, you have explored some general understandings of the rights, responsibilities, and roles of citizens and how those understandings can be affected by government actions and issues during times of conflict. In this section, you will explore what collective and individual citizenship means in peacetime, especially during humanitarian crises.

Some people believe, for example, that it is their responsibility as individuals and as citizens of Canada to contribute to the well-being of other people, especially when a humanitarian crisis threatens the health, safety, security, or well-being of a community or a large group of people. Other people believe that with the limited resources available to them, their first responsibility is to take care of themselves and their families. If there is money left over or if they choose to sacrifice some luxuries, then that money can be used to help people in need, either in Canada or in other countries.

Many Canadians take their roles and responsibilities as global citizens seriously. They believe that as individuals and as members of groups they should help citizens of other countries when their safety or freedom is threatened. During times of peace, Canadians have often contributed to both disaster relief and foreign aid.

Famine Relief in Africa

In 1984, the British Broadcasting Corporation (BBC) reported that civil war and drought in Ethiopia had resulted in a massive famine. Over a million people had died, and 8 million more were facing starvation. Photos and videos of the victims began to appear on television screens in Canada, and viewers were appalled.



◀ **Figure 15-20** Canada was one of the first countries to respond to the famine in Ethiopia in 1984 and continues to play a leading role in humanitarian aid around the world. Three years later, in December 1987, workers in Ethiopia were still unloading bags of wheat that had been donated by Canada and by Canadians.

Prime Minister Brian Mulroney, External Affairs Minister Joe Clark, and Canada's ambassador to the United Nations, Stephen Lewis, led the way in helping to get food and medical provisions to the victims of the famine in Ethiopia. Mulroney had just become prime minister. He said he thought that the United States or Britain would take a leadership role in responding to the crisis. But when no international leaders did anything, Clark went to Ethiopia in early November to see what Canada could do to help.

Canadians responded with great generosity. Hundreds of thousands of Canadians donated money. Farmers donated milk powder and grain. Students held rallies in their schools to raise money for famine relief. In the far North, Inuit communities contributed the most per person of any community in Canada. Inuit artists donated carvings that were auctioned off. The money was used for famine relief.

The Canadian government gave \$50 million and played a leadership role in organizing aid to Ethiopia from other donor countries.

Unfortunately, according to Mulroney and Lewis speaking 20 years after the famine, international help to Ethiopia and other African countries has not been offered consistently since that time.

Tears Are Not Enough

During the time of the Ethiopian famine, musicians from Canada, Britain, and the United States began organizing concerts, such as Live Aid and USA for Africa's recording of *We Are the World* and donating the sale of their recordings to famine relief in Ethiopia. In Canada, a group of musicians calling themselves the Northern Lights donated their time and talent to raise money recording and selling a song called *Tears Are Not Enough*.

PAUSE AND REFLECT

How has Canada responded to recent humanitarian crises? What has the government done? What could or should you do in your role as a citizen?



Figures 15-21, 15-22 Figure 15-21: In 1985, a group of Canadian artists recorded *Tears Are Not Enough* to raise money for the victims of the Ethiopian famine. Figure 15-22: In 2005, Canadian artists performed at a Live 8 concert to remind world leaders of their responsibility to help people in Africa. How did these performers demonstrate their roles and responsibilities as citizens?



Some of the most famous musicians in Canada at the time joined Northern Lights. Canadian performers Geddy Lee from Rush, Joni Mitchell, Neil Young, Bryan Adams, Anne Murray, Bruce Cockburn, and Gordon Lightfoot, among others, sang solo lines in the song. The 12-inch single record sold over 300 000 copies and raised \$3.2 million to help the victims of famine in Ethiopia. The song was also included on the USA for Africa album *We Are the World*.

In 2005, musicians banded together again to form Live 8 to send a message to the G8 countries (group of the world's eight leading industrialized countries) about their responsibility to end extreme poverty in Africa. Live 8 performances took place in all G8 countries. The G8 leaders resolved to commit \$50 billion more aid per year by 2010 to ensure that AIDS drugs are available and to care for all AIDS orphans, to cancel the debt for 38 countries, to ensure free quality primary education and basic health care for all children, as well as to provide bed nets to prevent deaths from insect bites that carry malaria.

When famous musicians sell recordings to help others, they get publicity for their efforts. But many of the people who contribute to famine or disaster relief do not get their names in the newspapers. When disasters strike people around the world, Canadians have frequently tried to help, demonstrating the role and responsibilities that some see as global citizenship.

Responding to the 2004 Tsunami

At the end of December 2004, a powerful earthquake off the coast of Indonesia caused a tsunami that hit countries in the Indian Ocean region. Over 200 000 people died and millions more were left homeless. Many Canadians took their role as global citizens seriously and supported the government's decision to use taxpayers' money to help those in need elsewhere. The Canadian government promised \$425 million in aid to the tsunami victims and encouraged individual Canadians to donate money by promising that the government would match their personal donations.

Within three weeks, Canadians had donated \$213 million to various agencies, such as the Canadian Red Cross, *Médecins Sans Frontières* (Doctors Without Borders), Oxfam Canada, and UNICEF Canada. Those donations were used to help people in need in Indonesia, Sri Lanka, southern India, Thailand, Somalia, and the Maldives.

UNICEF Canada, for example, received many donations from individuals and communities, businesses, and organizations. And the Canadian government matched those donations. In the years after the tsunami, UNICEF continued to help people in the region, rebuilding schools, restoring safe water delivery systems, training health-care workers, and protecting children who were the victims of abuse and neglect.

In 2008, the Canadian government continued to use its Canadian International Development Agency (CIDA) to help people in the region. The goal of the agency is to reduce global poverty and “to contribute to a more secure, equitable, and prosperous world.” (Source: “About CIDA.” Canadian International Development Agency, <http://www.acdi-cida.gc.ca/cidaweb/acdicida.nsf/En/NIC-5313423-N2A>.) CIDA's role was to support community rebuilding projects and help people in the countries that were affected by the tsunami to meet their current and future needs.



◀ **Figure 15-23** In December 2005, children in Banda Aceh, Indonesia, played soccer at a temporary tent school provided by UNICEF.

PAUSE AND REFLECT

What does the Canadian response to the tsunami tell you about what many Canadians believe are their roles and responsibilities as global citizens?

Reuniting Families

Canadians with close relatives in the areas affected by the tsunami were very concerned about their family members' safety. Individuals and members of Asian-Canadian organizations asked the Canadian government to help bring their relatives to Canada.

The federal department of Citizenship and Immigration Canada responded by speeding up the immigration process for those family members. Canada was the first country to do so. Canadians could bring relatives who had been affected by the disaster to Canada, and they did not have to pay the usual processing fees. Orphaned or homeless children got top priority. In addition, some Canadian lawyers provided free services to the immigrants and their families.

Some Canadians agreed with the government's actions. Others believed that the government had a responsibility to focus first on issues of concern to Canadians within Canada, issues such as childhood poverty and water contamination in Aboriginal communities.

Responding to Climate Change

Another important issue for many Canadians—and for many environmentalists, scientists, and observers—is the potential worldwide crisis related to climate change.

Many people in Canada and other countries are concerned about global warming and climate change issues. Global warming is an increase in the earth's atmospheric temperatures, which many scientists believe is caused by greenhouse gases.

Figure 15-24 Global climate change is causing shrinking ice in northern Canada, especially since 2000. Animals that depend on the ice, such as polar bears, cannot continue to survive in their natural habitat.



Since the Industrial Revolution, the average temperature of the earth's atmosphere has been rising. Some scientists fear that this trend will not only continue, but will also speed up and will increase by 2.0 degrees Celsius by the middle of this century. Scientists predict that this rise in temperature will cause melting ice caps, rising sea levels, severe droughts, more frequent floods and hurricanes, a wider spread of tropical diseases, and food shortages.

The Responsibility of Citizens

The way citizens respond to global warming and its effects depends on how they see their rights and responsibilities regarding the environment. Because the effects of global warming do not stop at the borders of a community or a country, some people see their responsibilities on this issue to be those of global citizenship.

Some individuals choose to follow the advice of organizations such as Earth Day Canada, which recommends actions that all citizens can take to lessen greenhouse gas emissions. These actions include turning off lights and computers when they are not in use, using compost bins to reduce the amount of waste going to landfills, and encouraging other people to become involved in conserving energy.

Some citizens take a more active political role by joining political parties such as the Green Party of Canada, which advocates care of the environment. The Canadian Greens share values that they believe will increase social justice, sustainability, and protection of both the environment and the people who live in it.

David Suzuki and the Role of Citizens

There are many possible points of view about issues related to climate change. To some environmentalists, such as David Suzuki, a global environmental crisis could someday involve all of the planet's citizens much in the same way as a world war. Such a crisis would have environmental, social, and political consequences that would force governments and their citizens to make changes in the way they live.

Dr Suzuki is a world-renowned scientist, environmentalist, and broadcaster. He has been an influential advocate for the perspective of social and environmental change in Canada and has commented widely on the role and responsibilities of citizens in bringing about those changes.

According to Suzuki, individuals can—and should—make changes in their everyday lives to slow down the effects of global warming and climate

▼ **Figure 15-25** In December 2006, David Suzuki was named a Companion to the Order of Canada by Governor General Michaëlle Jean. The award is given by Canada to citizens who have had a positive effect on the lives of Canadians.



change. He suggests, for example, that people buy fuel-efficient cars, take public transport or ride bikes when they can, recycle and compost, and choose homes that are close to where they work, shop, and go to school.

Suzuki also suggests that people work collectively for the common good. Individuals can talk to others in their communities about climate change and what they can do about it. Since it is in everyone's interest to live in a healthy environment, he believes that people should co-operate to achieve these goals.

Suzuki also says that citizens—as individuals and as members of groups and communities—need to convince their municipal, provincial, and federal governments that environmental protection is everyone's



Protecting Endangered Species

In 2008, many citizens of British Columbia wanted their provincial government to make decisions about laws to protect the endangered animal species in their province.

According to ForestEthics, an environmental organization, British Columbia is home to 76 per cent of Canada's bird species, 70 per cent of its freshwater fish species, and thousands of other animals and plants. Consider the following viewpoints.

The following is an excerpt from a speech given by Ken Melamed, the mayor of Whistler, British Columbia.

"A voluntary approach to species protection is simply not working: BC needs an endangered species law. As the Mayor of a community that will be in the international spotlight in 2010 [during the Winter Olympics in Vancouver], I want to be able to tell the world that our province is leading the world on this important file [issue]."

—Ken Melamed, quoted in "Major Campaign Aims To Protect B.C.'s Endangered Species," October 28, 2008. David Suzuki Foundation, http://www.davidsuzuki.org/_pvw706D01C3/latestnews/dsfnews10290801.asp.

The following is an excerpt from a statement made by Candace Batycki, director of forest programs for ForestEthics.

"For years scientists and conservation groups have been ringing alarm bells about the worsening biodiversity crisis in BC. Our polling and focus groups have repeatedly shown that British Columbians are not only passionate about this issue but that they are shocked and embarrassed when they find out that BC doesn't have an endangered species law."

—Candace Batycki, quoted in "Major Campaign Aims To Protect B.C.'s Endangered Species," October 28, 2008. David Suzuki Foundation, http://www.davidsuzuki.org/_pvw706D01C3/latestnews/dsfnews10290801.asp.

- 1 What kind of a decision do these two speakers want the BC government to make? How are they demonstrating their roles and responsibilities as citizens?
- 2 What values about endangered species do these speakers have in common? Are they demonstrating more collectivist or individualist values?
- 3 What evidence do they offer to show that their proposals would have the support of many other British Columbians? How does this evidence influence your position on this issue? How would you defend your own response to this issue?

responsibility and that it benefits all members of society. He suggests that people write letters and emails to their political representatives about environmental issues that concern them.

The David Suzuki Foundation website includes stories about some of the environmental activities in which Canadians are engaged. In 2008, for example, some Canadians were petitioning governments to ban certain pesticides. Others were fighting to have governments enact laws to protect endangered species.

Summary

Canadian citizens have often joined with their government in assuming humanitarian roles when disasters strike people in other countries. For example, in the 1980s and in 2004, both the government and citizens supported relief to the victims of the famine in Ethiopia and the victims of the Asian tsunami. Canadians have also assumed various roles in their response to global warming and climate change, which are issues that cross national boundaries and affect all people in the world. One Canadian who works to bring attention to climate change and global warming issues is David Suzuki. He suggests that citizens can help solve problems related to these issues by working as individuals and as groups, and by communicating their concerns to their political representatives.

Knowledge and Understanding

- 1 In your own words, explain what a humanitarian crisis is. Name two such crises discussed in this section, and describe how the Canadian government and Canadian citizens responded to those crises. Is this how you believe they should have responded? Why or why not?
- 2 Why might it take musicians to draw the attention of the world and of G8 leaders to humanitarian crises, such as extreme poverty and AIDS? How might government actions and responses be affected by events such as Live 8?
- 3 What should the roles and responsibilities of citizens and governments be in response to potential environmental issues, such as climate change? How can they balance economic and environmental needs?

INVESTIGATION AND EXPLORATION

Grassroots Movements and Citizenship

Something to Think About:

Western Canada has been the birthplace of a number of important citizens' grassroots movements. **Grassroots movements** usually begin when a few people share a belief about how a situation—often in their own communities—must change. Based on their beliefs, values, and ideology, they decide to work together to make that change happen. Some of these citizens' movements in western Canada have grown into new political parties.

Recall that the Co-operative Commonwealth Federation (CCF) political party was founded in Calgary in 1932 during the Depression. The grassroots movement that led to the founding of the party was started by citizens who wanted to provide shelters for the homeless, jobs for the unemployed, and subsidized health care for all Canadians. The Reform Party, which was founded in Winnipeg in 1987, grew out of a belief among some western Canadians that they were not being treated equally by eastern Canadians. They wanted westerners' contributions to Canada's political and economic well-being to be recognized.

An Example:

In Edmonton in 2008, a group of young people became concerned about air pollution and climate change issues. They asked themselves what they could do about the problem as it existed in their own communities. And they decided to tackle the problem by trying to convince drivers to turn off their cars rather than let them idle and create air pollution.

They took their concerns to Edmonton's city councillors and gained the support of the City of Edmonton. They also gained support from David Suzuki, who praised them for their leadership in working to resolve the problem. On December 9, 2008, a draft bylaw to reduce idling was reviewed by Edmonton City Council.

The following excerpt is from an article about the group that appeared in the *Edmonton Journal* on March 10, 2008.

"Greenagers" take on task of getting anti-idling bylaw passed: Youngsters channel environmental concerns through Eco-Air club

Parents can expect more lectures about idling vehicles and gratuitous car rides to the corner store as an expanding cadre [group] of "greenagers" grapple with their climate change worries.

A group of greenagers has banded together to form an anti-idling club called Eco-Air (Edmonton's Children's Organized Anti-Idling Recruiters). Their goals are to see an anti-idling bylaw passed by city council and to stop adults from idling their vehicles at their schools. When asked what's behind their goals they talk about both global warming and air pollution...

"We don't want to be going around with gas masks on and talking like Darth Vader," said Willow Austin, a 12-year-old who spoke to city council last week about her reasons for supporting the anti-idling bylaw.

—Source: Hanneke Brooymans, "Greenagers take on task of getting anti-idling bylaw passed." *Edmonton Journal*, March 10, 2008, <http://www.canada.com/edmontonjournal/news/cityplus/story.html?k=511111&id=35c42714-0ba5-4f9d-bdbd-c9347f23c3d6>.



▲ **Figure 15-26** Eco-Air members ask drivers to improve Edmonton's air quality by agreeing not to idle their cars. If drivers agree, they are rewarded with this Idle-Free decal.

Questions for Reflection

- 1 How did the members of Eco-Air demonstrate the rights, roles, and responsibilities of citizenship in their activities to get an anti-idling bylaw passed in Edmonton?
- 2 In exploring the Eco-Air grassroots movement, what insights have you gained about how people can bring about political change through peaceful means?
- 3 Choose an issue in your school or community that concerns you. In a small group, investigate the following questions:
 - What are some different points of view on the issue?
 - For what questions about the issue would you need to find answers?
 - How would you decide what to do to meet the challenges and solve the problem raised in this issue?
 - What might be the consequences of your decision?
 - How might you form a grassroots movement to tackle the issue?
 - How would you explain your decision to other people to convince them to support your plan?

FURTHER EXPLORATION

- 1 Both Muhammad Ali and Ehren K. Watada were tried by the US justice system when they refused to fight in wars that their country was fighting. Ali refused on religious grounds. Watada refused because he believed the war in Iraq was unjust. If Canada went to war and a Canadian soldier refused to fight, what should the Canadian government do? Should the justice system charge and try citizens who refuse to be drafted or soldiers who refuse to fight? Explain your viewpoint on this issue and what the rights, roles, and responsibilities of citizens, soldiers, and the government should be.
- 2 In 2008, some Canadians protested against their government's involvement in the war in Afghanistan. At the same time, some people protested the US government's involvement in the war in Iraq. Research the protests in the two countries. Prepare a Venn diagram showing similarities and differences in the reasons citizens gave for disagreeing with government policies.
- 3 Construct a concept web that shows various points of view on the responsibilities associated with individual and collective citizenship during times of peace and during times of conflict. Then, use images or words, or both, to convey your own point of view about the responsibility of democratic citizens during times of peace and times of conflict.
- 4 Think back on the various ideologies you have explored in this and earlier chapters. Many citizens' grassroots movements have been shaped by an ideology. People believe that their values should shape society and that citizens should play a particular role in that society. Choose one of the citizens' grassroots movements you have explored and describe the ideology and the understanding of the roles and responsibilities of citizens that shaped it.
- 5 How has exploring some ways that governments affect the rights, roles, and responsibilities of citizens during times of conflict and during times of peace helped you answer the Chapter Issue: **To what extent should ideology shape responses to issues in times of peace and in times of conflict?** Develop and defend an informed and convincing response to this issue that reflects valid research. Include reasons and evidence for your position.

Chapter Summary and Reflection

Governments and citizens sometimes have different views on how ideologies should influence decisions and on what the **rights, roles, and responsibilities of citizenship** are in times of conflict and in times of peace. General understandings can be found in **respect for law and order**, **protests**, **civil disobedience**, and **political participation** in response to government decisions and issues.

During times of conflict, in cases such as during the First and Second World Wars and Aboriginal veterans, during the Orange Revolution in Ukraine and **pro-democracy movements**, and during the Vietnam War and Iraq War and **anti-war movements**, some citizens will see their rights, roles, and responsibilities in support of or against the decisions being made by their governments.

In times of peace, many Canadians—including their elected representatives—believe that the rights, roles, and responsibilities of citizenship include helping other countries whose citizens face **humanitarian crises**, such as the famines

in Africa in 1985 and 2004–2005, the 2004 tsunami in Asia, and the complex issue of global warming and climate change. There are various actions, roles, and responsibilities that people can take as individuals, as members of organizations, and as participants exercising their rights in the political process or in **grassroots movements**.

Your decisions about responsible citizenship and about how you will respond to your local, provincial, and national governments' decisions will affect you and many other people. Using what you have learned, respond to the Chapter Issue: *To what extent should ideology shape responses to issues in times of peace and in times of conflict?*; begin formulating your response to the Related Issue for Part 4: *Should my actions as a citizen be shaped by an ideology?*; and continue preparing your response to the Key Issue for this course: *To what extent should we embrace an ideology?*